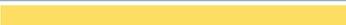
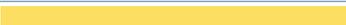
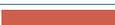


# Maryland

School Management	C	
Finance	C	
Staffing: Hiring & Evaluation	B	
Staffing: Removing Ineffective Teachers	F	
Data	C	
Pipeline to Postsecondary	C	
Technology	A	
State Reform Environment	?	
Gold Stars	★	

**School Management.** Maryland does an average job managing its schools in a way that encourages thoughtful innovation. Eighty-nine percent of teachers report that routine duties and paperwork interfere with their teaching, and only 35% of teachers like the way things are run at their school.

**Finance.** Overall, Maryland earns a mediocre grade in this category. While the state gets a low mark for the simplicity of its state funding mechanism, it receives an above-average score for the online accessibility of its financial data. Maryland also does not have a performance pay program for teachers.

**Staffing: Hiring & Evaluation.** Maryland receives a good mark for its teacher hiring and evaluation system. Eleven percent of teachers enter the profession through an alternative certification program, compared with the national average of 13%. Maryland also requires incoming teachers to pass basic skills and subject-knowledge tests.

**Staffing: Removing Ineffective Teachers.** Maryland receives a very poor score on the ability to remove poor-performing teachers from the classroom. Seventy-two percent of principals say that teacher unions or associations are a barrier to the removal of ineffective teachers, 11 percentage points above the national average of 61%. In addition, 73% of principals report that tenure is a barrier to removing poor-performing teachers.

**Data.** Maryland gets a middling mark for its state data system. Although the state publicly reports college remediation data, it does not factor that information into its accountability system.

**Pipeline to Postsecondary.** Maryland receives an average mark for its efforts to improve college and career readiness. Fifty-six percent of its schools report offering dual-enrollment programs, which allow students to earn high school and college credits simultaneously. That is 9 percentage points below the national average of 65%. However, 82% of Maryland schools report offering work-based internships.

**Technology.** Maryland receives an excellent grade in this category. Although the state needs to improve how it evaluates its return on investments in technology, Maryland has established a virtual school, offers a computer-based assessment, and requires technology testing for teachers.

**State Reform Environment.** There are few reliable state-by-state data on local education advocacy and research efforts—a reflection of the lack of overall commitment to this issue. As a result, we are unable to issue a meaningful grade. However, Maryland supports common academic standards.

**Gold Stars.** In the Staffing: Hiring & Evaluation category, Maryland receives a gold star for participating in national programs authorized to certify nontraditional administrators. To receive a gold star in this category, a state must have approved New Leaders for New Schools to propose candidates for state certification.